

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Lorna Rene Monteith

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Neil A. Armstrong Elementary School

(As it should appear in the official records)

School Mailing Address 2849 Calais Drive

(If address is P.O. Box, also include street address.)

City San Ramon State CA Zip Code+4 (9 digits total) 94583-3116

County Contra Costa State School Code Number\* 15CA484PU

Telephone 925-479-1600 Fax 925-828-8473

Web site/URL http://www.naes.srvusd.k12.ca.us E-mail lmontei@srvusd.net

Facebook Page  
Twitter Handle NA https://www.facebook.com/login.php Google+ NA

YouTube/URL NA Blog NA Other Social Media Link  
N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Ms. Mary Shelton, N/A

(Specify: Ms., Miss, Mrs., Dr., Mr.,

Other)

E-mail: mshelton@srvusd.net

District Name San Ramon Valley Unified School District Tel. 925-552-2933

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Rachel Hurd, N/A

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 22 Elementary schools (includes K-8)
  - 8 Middle/Junior high schools
  - 5 High schools
  - 1 K-12 schools
- 36 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☒ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	49	44	93
1	46	41	87
2	58	47	105
3	48	67	115
4	49	64	113
5	43	42	85
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	293	305	598

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 34 % Asian
  - 1 % Black or African American
  - 10 % Hispanic or Latino
  - 2 % Native Hawaiian or Other Pacific Islander
  - 46 % White
  - 6 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1	630
(5) Total transferred students in row (3) divided by total students in row (4)	0.068
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 11 %  
74 Total number ELL  
 Number of non-English languages represented: 14  
 Specify non-English languages: Spanish, Vietnamese, Cantonese, Korean, Filipino, Mandarin, Japanese, Arabic, Farsi, Hindi, Punjabi, Gujarat, Rumanian, Telega. (all other)
8. Students eligible for free/reduced-priced meals: 5 %  
 Total number students who qualify: 18

### Information for Public Schools Only - Data Provided by the State

The state has reported that 19 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %  
36 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2003

15. Please summarize your school mission in 25 words or less: Our collective vision is to promote community collaboration, establish a safe learning environment and prepare life long learners in our culturally diverse society.

## **PART III – SUMMARY**

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Neil Armstrong School, home of the Eagles, was established in 1969 and named after the astronaut who walked on the moon that same year. Located in a quiet neighborhood in San Ramon, we have 598 students, kindergarten to fifth grade and our numbers continue to grow. We are completely surrounded by homes taking up one square block of the neighborhood. Our population consists of students in middle and upper middle class families who are completely invested in their children's education. Our school places students well being first, while providing a safe and nurturing environment. We promote strong academics with rigorous standards using emerging common core practices and technology. We excel in science and math using creative and student centered approaches.

Neil Armstrong has two strong parent organizations. The PTA has 100% enrollment and a strong partnership with our staff, promoting the arts, academics, the social well being of children, family activities, and creating relationships among families and staff that last many years. The Academic Boosters is a hardworking organization supporting many programs such as computers, library, paraprofessionals in the classroom, reading intervention, instructional supplies, technology, music, science lab, art, PE, and the Rainbow Program.

In the past, parents shouldered the majority of the burden to assist their children in meeting grade level goals. This was accomplished through the hiring of tutors and/or attending workshops outside of school. In addition, few children came from bilingual households and the children entering kindergarten had a minimum of two years of preschool.

Soon, some students would come into kindergarten as fluent readers and competent mathematicians with strong home language and English skills. Others came speaking little or no English from homes where the parents may not be fluent readers or writers in their own language, let alone English. It became clear that a tiered intervention system needed to be adopted that met the needs of students performing at or above grade level and those that were being left behind scoring Basic or Below Basic.

Upon further investigation, we discovered the needs of our at-risk population, specifically the students not qualifying for special education resources were not being met. Students were being held accountable for grade level core curriculum regardless of their abilities. It was also determined that a percentage of the students were not being challenged and flexible groupings allowed for lessons to go deeper with richer curriculum and challenge. Our math and science skills are strong. Over the last several years of RtI we have concentrated on English Language Arts and our CST scores exceed county and state averages.

Staff members have been trained in Culturally and Linguistically Responsive (CLR) teaching strategies under Dr. Sharroky Hollie. CLR helps teachers plan lessons meeting where the students are culturally and linguistically for the purpose of bringing them where they need to be academically. Teachers on staff are working directly with Dr. Hollie to implement these strategies in their classrooms.

The principal, teachers, specialists, paraprofessionals, office staff, custodians and lunchroom aides work together placing children first. Staff has been trained in "Positive Discipline", rewarding children for positive behavior, recognizing the good and avoiding punitive responses whenever possible. Communication with families is ongoing using a weekly folder, Facebook, school website, and PTA weekly updates. Our SITE Council is made up of two teachers, one classified, one administrator, and four parents. We meet five times during the year to discuss school needs and update the council on new programs and practices. The Council is nominated by parents and staff and an election is held by ballot during Open House.

Our dedicated staff work as a team collaborating in grade level meetings every Wednesday, and share leadership in monthly Staff and Faculty Council meetings. Teachers meet with the principal and special education team to identify "At Risk" students to determine interventions and skill based programs to meet their needs. We work together to reach the academic needs of every child through Response to Intervention (RtI). RtI and collaborative Common Core staff development are essential in helping our students in reading

and writing. We have a team of teachers and parents that facilitate Math Olympiad, Odyssey of the Mind, CSI Science and book clubs to offer students in-depth challenges. The staff recognizes that creativity, student collaboration, curiosity, communication and critical thinking are essential to good teaching. Receiving the Blue Ribbon honor just over twelve years ago has distinguished our school within our community and district. Neil Armstrong School is part of a very high achieving district. We are at the lower end of the economic spectrum in our district. The Blue Ribbon Award has helped us maintain recognition in our district.

Our namesake was a man of courage and strong character. We encourage our students to follow in his famous footsteps demonstrating good character traits and leading by his example.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Neil Armstrong Elementary school teachers develop, plan, and implement a weekly set of lessons that meets the instructional minutes for the core areas of English Language Arts, math, science, and social studies. The state provides a list of materials that are aligned to the Common Core Standards. Our district textbook adoption committee chooses from these lists and teachers choose to pilot these programs to give feedback before a final decision is made.

Today's kindergarten classroom is a much different place than in the past. We're placing real academic demands on our kids, and the youngest are struggling to keep up. The evidence shows that giving these younger kindergarteners an extra year can make a big difference in their long term success. Neil Armstrong has housed the Transitional Kindergarten (TK) program for the 2012-2013 and 2013-2014 school years. TK is a bridge from Preschool to Kindergarten which better prepares students for the Kindergarten program. The curriculum uses preschool foundations and kindergarten standards which lend to developmentally appropriate curriculum.

The San Ramon Valley Unified School District adopted the New York Reading and Writing program in 2004. The workshop strategies that teachers practice through the district's Reading and Writing Project have evolved. 21st Century Learning Skills of curiosity, creativity, communication, critical thinking, and collaboration continue to serve as the foundation for the work we do to support students and their learning. With the introduction of Common Core Standards a larger focus has been on immersing students in informational text. Informational text provides an ideal context for building language, vocabulary, knowledge and reasoning. It is challenging and complex and has deep comprehension building potential. Students use these texts as a springboard to have discussions, gather evidence, and write arguments based on research.

Envision Math is our district adopted math program for grade K-5. Teachers use this curriculum and implement the eight mathematical practices. These practices include: making sense of problems, reasoning abstractly, constructing arguments, modeling, using tools appropriately, attend to precision, make use of structure, and express regularity in repeated reasoning. These practices are highlighted in the Problem of the Month program. Students work independently on a set of problems around a theme that gradually become more difficult. After several sessions working independently students are grouped and given a chance to compare their work. The final product is a poster which shows the groups thinking on solving the assigned problem. In addition to these programs, students participate in number talks. A Number Talk is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. A Number Talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide. Next year, several teachers will be piloting two different math programs as part of the new math adoption for the district.

The science program at Neil Armstrong is a collaborative exploration of the world we live in. As such, Neil Armstrong students are on a journey of exploration and learning together. The program is designed to develop a wonder and enthusiasm for the world around us while imparting an understanding of the ways in which we can better come to appreciate its workings. The sciences are an integral part of everyday life, and developing a passion for all fields of science is an ultimate goal of our program. The emphasis in elementary science is a hands on approach to learning. With a combination of labs, lectures and discussions, we impart skills for lifelong learning, critical thinking, and a wide open perspective, allowing for independent thought and viewpoints. The curriculum is standards based in its approach, but also embraces the natural curiosity that is inherent in all children. Lessons often diverge from plan based on interests, inquiries or events of the day. The science curriculum is not limited to the classroom and textbooks, but incorporates the world at large; with real life experiences with animals, projects and activities. By making science challenging and fun, rooted in real world examples, students remain engaged and enthusiastic in a challenging, group based learning environment.

Social Studies instruction is immersed into the language arts program with high interest non-fiction texts. Students participate in research together and create projects such as Google presentations, I movies and websites to teach their peers about Native Americans, explorers, and local history. In addition to classroom activities students participate in field trips to the state Capitol, John Muir house, Mission San Jose, California Academy of Sciences, Tassajara One Room School house, and Lindsay Wildlife Museum.

## **2. Other Curriculum Areas:**

Computers and Physical Education are taught within the classroom in addition to instruction with specialized teachers. Teachers are given tools that they can use to implement technology within their teacher day as often as possible. Students are also instructed in music, art, and character education throughout the year.

Our P.E. teacher teaches classes focused on the standards for all children in physical education. Skills in the area of sportsmanship and gross motor are a focus. All students participate in testing that looks at their ability to show their skills based on the presidential fitness program. The fourth and fifth grade students who meet requirements earn awards presented to them in front of the student body. The P.E. teacher shares lessons and curriculum to the classroom teachers so that all instructional minutes are met depending upon how often their class attends P.E. each week. Last year 40 students achieved the President's Physical Fitness Award and this year we had an all time record of 75 students earning the award.

All students at our school visit the computer lab once a week for instruction. We place a grade appropriate strong emphasis on what is a safe and good use of the internet and research databases. It is important that our students understand what plagiarism and give credit to any sources they use. In primary grades we use software tools that enable our students to create both fiction and non-fiction projects to that can be narrated by the student. Our upper grade students work predominantly in Google Docs for Education, creating documents, presentations and spreadsheets both on their own and in collaborative groups. We use our technology to produce creative and critical thinking in our students by exposing all our students to coding, and annually we participate code.org's Hour of Code. From time to time we also use approved websites to enhance the learning process. Our 5th grade students participate in a 1:1 deployment of i pads and may use i Movie for project work, and create a website as an electronic portfolio of their years work.

Students in kindergarten through second grade attend weekly music classes. During these classes they learn dances and songs that focus on skills appropriate for their grade level. They learn songs that are seasonal with opportunities for hands on skills. The dances they have learned this year include: Virginia Reel, Russian, and Folk dancing. Students are highly engaged and look forward to these weekly lessons. Third grade students while studying local history learn music from the different time periods. Students in the fourth and fifth grade have the choice to participate in the school band program. There are two options for students both beginning and advanced. Students are offered the opportunity to learn a musical instrument. Interested students may choose to learn the flute, clarinet, alto saxophone, trumpet, trombone, or percussion. Students are introduced to music reading, instrumental techniques, and ensemble playing.

All students receive art instruction from our specialist on staff. These lessons are brought to each classroom four times a year. In addition to those lessons, parents bring an Art Docent program to each classroom on a monthly basis. These parents teach the children about an artist or technique and all students are given the chance to express themselves using these techniques. Art work is displayed in the hallways for everyone to see, learn about, and admire.

Character development is extremely important at Neil Armstrong Elementary School. Students participate in the Second Step program which provides empathy training, social skills, and problem solving skills. Throughout the school year Soaring Eagle assemblies are held to acknowledge those students showing good character. Recipients are chosen by their teacher or peers. Character traits that are a focus include: respect, responsibility, trustworthiness, caring, and friendliness.

### **3. Instructional Methods and Interventions:**

Response to Intervention (RtI) utilizes curriculum measurement techniques that take place within the classroom, small groups and like grade level groupings. The grouping is designed to be flexible, allowing students to move between tiers as needs change. The traditional RtI model is designed for the students to spend at least 30 minutes per day in their skill based groups. Armstrong students attend flexible grouping 3 to 4 days a week. Initially, students are placed in tiers based on STAR scores, individual assessments, core curriculum assessments and teacher observation. At grade level meetings, teachers review the lists and make adjustments as needed to meet the needs of each student.

Teachers, resource specialists, paraprofessionals, and trained parents work in small skill based groups. The paraprofessionals are specifically assigned to times when each grade level is doing TI in order to make the groups small enough to be beneficial. Teachers meet weekly to discuss student progress and the program's successes, shortcomings, and unexpected findings. At the end of the 6 to 8 week period, students are reassessed to determine growth and placement for the next session.

This model is also used for specified curriculum, like Core Literature. It allows grade levels to put students with like abilities together to introduce and teach the literature, addressing the students' specific needs in order to successfully understand literature. For example, some students listen to the book with an adult while others are working in literature groups. This model also allows for those students who are working above grade level to receive instruction that meets their needs through creative projects and group work.

RtI utilizes curriculum measurement techniques that take place within the classroom, small groups and like grade level groupings. The grouping is designed to be flexible, allowing students to move between tiers as needs change. The traditional RtI model is designed for the students to spend at least 30 minutes per day in their skill based groups. Armstrong students attend flexible grouping 3 to 4 days a week.

As we continue to implement the Response to Intervention model, we continue to refine our existing practices and search for new and innovative ways to foster students' success. Teachers continue to use data to drive their instruction within the classroom. We continue to identify student strengths and areas of challenge providing them most appropriate intervention. Students who demonstrate mastery will be challenged to apply their knowledge in different depth and content areas. It is a collection of research based strategies, materials and programs delivered by highly qualified personnel who are willing to share, collaborate, and support each other and their students on their journey through learning. RtI is our process to ensure that every child is supported and guided to achieve their personal best.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Looking at the last three years since the implementation of RtI, Armstrong scores have increased. Second graders initially tested in 2011 with a score of 88%. The scores increase to 95%, indicative of a growth of 7% over three years of testing. Also, a group of third graders initially tested in 2011 with a score of 64% demonstrated an increased to 95% showing a three year increase of 31%.

There have been some amazing non quantitative results, too. Students are motivated to move to higher levels and willing to read on their own to move up levels. Teachers have noticed that at risk students feel risks can be taken, be actively engaged, increase their participation, feel successful, and produce a better quantity and quality of work.

Our scores slowly began to climb after our writing collaboration began. We saw an increase in our fourth grade write often being above the district level and always above the state. When we noticed a dip in our conventions we planned the necessary skills needed and grouped students accordingly using RtI and extra lessons in the classroom. While we used pre and post assessments to guide us we eventually saw an increase in our star scores the following year from 2012 to 2013 with an increase of four percentage points.

Last year Neil Armstrong participated in a pilot for the Smarter Balanced assessments. Students and teachers had a chance to try out administration and testing. Smarter Balanced assessments are more than just multiple choice questions, they allow for extended verbal responses and use of technology tools to show their thinking. Performance tasks challenge students to apply their knowledge and skills to respond to complex real world problems. Tasks are usually based around a theme and push students to be creative and show their deeper understanding of the work. Students will participate in the testing this year and results will be given.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Teachers monitor student progress through the Easy CBM, phonics survey, Fountas and Pinnell and New York Reading Assessments, as well as other measures to receive immediate feedback. Teachers also give students pre and post math assessments to monitor their needs throughout each topic. Some students are given alternative projects if their pre assessment shows that they have mastered particular skills in the pre testing process.

With the onset of the Common Core it became necessary to review our past practices while developing new strategies that will comply with the new standards. The big questions driving all instruction is “What’s my purpose in teaching and how are instructional strategies helping to support students and push them to higher levels of understanding and independence?” We are using mini lessons and skill based groups to improve reading comprehension and moving students up in reading levels. Instruction for skills and reading comprehension in the classroom for students on grade level target a deeper thought process and more in depth discussion. Students who need more instruction to bring them to grade level and improve comprehension work in smaller groups with a para or in our reading room. This year we bought the Fountas and Pinnell Assessment and Intervention System that targets need by reading level. Overall our reading level scores have increased. Our Tier II groups in 5th grade have improved on an average of four levels since the fall; bringing all but three students to grade level. First and second grade are consistently moving groups to new levels in reading. Third grade reports that the Tier II groups are getting smaller as our students move to grade level targets. Fourth grade is constantly reassessing their program as student continue to grow academically.

Because RtI involves early identification of student’s needs and learning problems we believe we are identifying students sooner and giving them a better chance of succeeding. We are very excited about this.

## **Part VI School Support**

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### **1. School Climate/Culture**

Neil Armstrong's vision is to promote collaboration between staff, parents, and students to achieve academic excellence. We strive to create a safe environment, which fosters the development of responsible, caring students who are lifelong learners that are prepared to meet the challenges of a culturally diverse society.

The school has an elected Student Council, represented by a student from each classroom, grades 3-5.

Two teachers run monthly meetings during lunch time to plan and implement school spirit days, spirit count, and fundraisers. Officers are elected from the upper grade students. Students participate in various service activities and sponsor events that promote school spirit. This year students participated in the Cal High School homecoming parade and raised money for the American Heart Association through sales of candy grams.

Students K-5 learn about honesty, integrity, tolerance, respect, citizenship, responsibility, and trustworthiness. We use reward systems and recognition for exhibited traits during student lunchtime in our multi-use room. Using concrete examples teaches students important social skills and reinforces positive behaviors. Our district program "Second Step" is taught monthly in all classrooms.

Our learning environment is safe for all students, with consistently enforced classroom rules and expectations. Respect for all students and their respect for others makes for an environment where students are willing to take the risks central to learning and developing.

### **2. Engaging Families and Community**

The Neil Armstrong Academic Boosters (NAAB) organization is made up of dedicated parents whose goal is to generate funds to support important enrichment programs. Every program impacts all children in the school. These programs include paying 100% of the computer teacher salary so that all children may benefit from learning experiences in the computer lab. NAAB also supports additional library, science, art, Bear Club and Rainbow programs. It is an organization that serves as a link between home and school through various programs, services and community events. PTA actively supports and speaks on behalf of all children to organizations that make decisions affecting children. In addition, we assist parents in developing skills they need to raise and protect their children, while encouraging parent involvement in our school.

Parents are encouraged to volunteer in the classroom as well as attend field trips with their child. In order to participate in the school environment, parents must watch a volunteer video and pass clearance. Parents participate in community events as well such as our school beach party, after school book clubs, heritage event, and book fairs.

### **3. Professional Development**

Staff collaboration has developed into a great practice over the years. Grade level meetings, staff development and our own staff meetings allow us to use our time wisely. Our current cohort meetings provide collaboration between colleagues at different schools proving to be an outstanding staff development model, allowing teachers to work together with their own grade level, across school sites to

boost teacher understanding of a new curriculum to support student success.

Lucy Calkins states in her book, *A Principal's Guide to Leadership in the Teaching of Writing*, "I strongly suggest that your teachers work in collaborative groups and teach a shared sequence of units of study in the teaching of writing." We believe this collaborative practice allows like understanding of common expectations across schools and grade levels. It gives a broader view of student performance and classroom practices and provides continuity across grade levels.

Throughout the year staff development days are provided to strengthen relationships with staff, welcome new teachers, and add new information to their repertoire of teaching. Throughout this school year teachers have looked at Common Core Standards with an emphasis on writing to prepare units of study for the new school year. In addition, training on the MARS assessments for math was given so that teachers would have a common assessment to give throughout the year to monitor progress.

Teachers participate in a cohort program that emphasizes four different areas of development district wide. In this cadre of learners teachers on special assignment facilitate several meetings offering collaboration time and staff development in areas such as Culturally and Linguistically Responsive Teaching and Using Mentor Texts in instruction. This is a unique opportunity for teachers and principals to share and establish cross school curriculum. Teachers review and compare writing samples to calibrate student work in order to create benchmarks and establish grade level standards.

Teachers are our target audience of training within the cadres, which in turn benefits students. Teachers need the collaboration and training to move toward Common Core practices. Administration and teachers feel it is beneficial for like grades to come together to explore and discuss the common core practices. Collaborating with others creates a more effective curriculum and divides the work load among several professional educators. It also brings unity to the schools in the south end of the district with similar populations. In the end, all students benefit.

#### **4. School Leadership**

Our School Site Council is composed of teachers, parents, and staff members. They serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. Their role includes developing and approving the school plan and all proposed expenditures in accordance with all state and federal laws and regulations. In addition they provide ongoing monitoring of the implementation of the plan and budgets/expenditures.

Neil Armstrong also has a Faculty Council. This group is made up of the principal and one representative from each grade level. Members meet monthly to voice concerns from the grade level. The principal shares information that is then brought back to the grade level to discuss. Faculty Council members discuss and make decisions and also take actions based upon the meeting results

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST/CMA</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>California Department of Education/Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	84	89	79	89	91
Advanced	64	67	60	57	70
Number of students tested	87	113	77	88	102
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	76	88	100	88	80
Advanced	52	58	0	50	80
Number of students tested	21	24	1	8	5
<b>2. Students receiving Special Education</b>					
Proficient and above	50	67	0	57	80
Advanced	31	18	0	22	40
Number of students tested	10	6	0	9	10
<b>3. English Language Learner Students</b>					
Proficient and above	100	94	71	100	100
Advanced	73	75	43	57	83
Number of students tested	11	16	7	14	6
<b>4. Hispanic or Latino Students</b>					
Proficient and above	70	80	57	91	80
Advanced	70	70	43	36	50
Number of students tested	10	10	7	11	10
<b>5. African- American Students</b>					
Proficient and above	100	0	0	0	100
Advanced	67	0	0	0	100
Number of students tested	3	0	1	0	2
<b>6. Asian Students</b>					
Proficient and above	91	97	94	100	100
Advanced	73	83	88	69	94

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	22	29	17	16	18
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	84	88	83	88	91
Advanced	61	51	57	62	66
Number of students tested	51	65	47	50	63
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CTA/CMA</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>California Department of Education/Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	95	95	93	93	82
Advanced	78	74	75	76	56
Number of students tested	109	84	122	101	79
Percent of total students tested	97	100	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	96	89	83	100	67
Advanced	84	57	33	20	67
Number of students tested	25	9	6	5	3
<b>2. Students receiving Special Education</b>					
Proficient and above	86	100	63	67	90
Advanced	71	0	50	22	50
Number of students tested	7	1	8	9	10
<b>3. English Language Learner Students</b>					
Proficient and above	100	88	86	100	50
Advanced	88	63	64	71	17
Number of students tested	16	8	22	7	6
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	100	80	90	78
Advanced	70	63	53	60	33
Number of students tested	10	8	15	10	9
<b>5. African- American Students</b>					
Proficient and above	0	100	0	100	100
Advanced	0	0	0	50	0
Number of students tested	0	1	0	2	1
<b>6. Asian Students</b>					
Proficient and above	100	100	95	100	92
Advanced	96	82	88	82	67
Number of students tested	27	22	42	22	12
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	92	96	96	88	78
Advanced	70	78	73	77	56
Number of students tested	63	49	56	51	50
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST/CMA</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>California Department of Education/Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	92	94	94	86	88
Advanced	64	73	79	57	67
Number of students tested	83	121	104	77	69
Percent of total students tested	100	98	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	75	92	100	83	33
Advanced	38	77	83	50	33
Number of students tested	8	26	6	6	3
<b>2. Students receiving Special Education</b>					
Proficient and above	0	67	82	86	50
Advanced	0	33	64	43	25
Number of students tested	2	6	11	7	4
<b>3. English Language Learner Students</b>					
Proficient and above	100	100	100	86	86
Advanced	50	86	100	71	86
Number of students tested	6	22	6	7	7
<b>4. Hispanic or Latino Students</b>					
Proficient and above	63	86	100	64	100
Advanced	38	50	80	27	43
Number of students tested	8	14	10	11	7
<b>5. African- American Students</b>					
Proficient and above	100	0	100	0	0
Advanced	0	0	0	0	0
Number of students tested	2	0	1	0	0
<b>6. Asian Students</b>					
Proficient and above	95	100	100	100	95
Advanced	90	93	95	100	86
Number of students tested	20	41	21	10	21
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	96	93	91	89	85
Advanced	63	66	72	57	62
Number of students tested	49	56	53	45	34
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CTA/CMA</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>California Department of Education/Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	74	75	64	69	80
Advanced	38	32	30	39	44
Number of students tested	84	111	78	88	102
Percent of total students tested	95	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	72	70	0	63	40
Advanced	33	30	0	25	0
Number of students tested	18	23	1	8	5
<b>2. Students receiving Special Education</b>					
Proficient and above	57	40	0	33	60
Advanced	29	20	0	22	30
Number of students tested	7	5	0	9	10
<b>3. English Language Learner Students</b>					
Proficient and above	82	75	43	43	100
Advanced	46	38	0	21	50
Number of students tested	11	16	7	14	6
<b>4. Hispanic or Latino Students</b>					
Proficient and above	75	40	43	46	60
Advanced	38	30	29	18	10
Number of students tested	8	10	7	11	10
<b>5. African- American Students</b>					
Proficient and above	67	0	0	0	50
Advanced	33	0	0	0	50
Number of students tested	3	0	1	0	2
<b>6. Asian Students</b>					
Proficient and above	73	90	77	62	94
Advanced	50	38	47	38	57
Number of students tested	22	29	17	16	18
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	74	73	67	82	84
Advanced	34	31	27	44	48
Number of students tested	50	63	48	50	63
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CTA/CMA</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>California Department of Education/Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	96	95	93	93	82
Advanced	72	74	75	76	56
Number of students tested	110	84	122	101	79
Percent of total students tested	98	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	92	89	83	100	67
Advanced	65	57	33	20	67
Number of students tested	26	9	6	5	3
<b>2. Students receiving Special Education</b>					
Proficient and above	75	100	63	67	90
Advanced	50	0	50	22	50
Number of students tested	8	1	8	9	10
<b>3. English Language Learner Students</b>					
Proficient and above	94	88	86	100	50
Advanced	70	63	64	71	17
Number of students tested	17	8	22	7	6
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	100	80	90	78
Advanced	80	63	53	60	33
Number of students tested	10	8	15	10	9
<b>5. African- American Students</b>					
Proficient and above	0	100	0	100	100
Advanced	0	0	0	50	0
Number of students tested	0	1	0	2	1
<b>6. Asian Students</b>					
Proficient and above	96	100	95	100	92
Advanced	75	82	88	82	22
Number of students tested	28	22	42	22	12
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	95	96	96	88	78
Advanced	70	78	73	76	56
Number of students tested	63	49	56	51	50
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CST/CMA</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>California Department of Education/Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	95	95	92	78	93
Advanced	61	72	71	57	61
Number of students tested	83	123	103	77	69
Percent of total students tested	100	99	97	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	88	89	83	50	100
Advanced	50	61	33	33	67
Number of students tested	8	28	6	6	3
<b>2. Students receiving Special Education</b>					
Proficient and above	50	63	80	57	75
Advanced	50	25	50	29	50
Number of students tested	2	8	10	7	4
<b>3. English Language Learner Students</b>					
Proficient and above	100	92	100	43	100
Advanced	50	67	83	29	43
Number of students tested	6	24	6	7	7
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	88	90	55	100
Advanced	25	63	50	27	29
Number of students tested	8	16	10	11	7
<b>5. African- American Students</b>					
Proficient and above	100	0	0	0	0
Advanced	50	0	0	0	0
Number of students tested	2	0	1	0	0
<b>6. Asian Students</b>					
Proficient and above	95	100	100	90	95
Advanced	80	85	81	70	71
Number of students tested	20	41	21	10	21
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	96	96	90	78	91
Advanced	65	68	71	59	59
Number of students tested	49	56	52	46	34
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**